

ment of over-age pupils, and in order to value the great problem of preventing children from dropping out of school before they have received the education that is their right. She must know that innate brightness and dullness can be recognized at an early age, and that they demand recognition as fundamental factors in the determination both of the general school organization and of educational methods.

Clearly, the science of education depends upon, and finds its surest foundation in, the science of intelligence.

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